

Evaluation of the Translation Competency Areas in the Iranian National Translators' Training Curriculum

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Abstract – In this study, the present MA Iranian National Translators' training curriculum in English language, considering the courses, language skills and development of the translator competency areas is presented. Based on a longitudinal study (three successive years), the necessary data was gathered up from forty MA students. The results of the analysis revealed that the present curriculum has applied the appropriate content necessary for the educational or professional context of training translators considering the obligatory courses however, the optional courses were the problematic areas, investigation about the instructors' knowledge and skills indicated that although they proved statistically sufficient roles in the outcome of the curriculum, they need some improvements to gain a better result. The educational time allocated to the practical courses was not sufficient and relevant to the course objectives from the students' point of view. The researcher chose Šeböková (2010) model to measure the necessary competency areas needed to be developed at the master educational level of Translators' training curriculum and the results proved that in general the present English translation study curriculum could help the students acquire the competency areas necessary at the master educational level. Meanwhile, the researcher has detected weaker areas and clarified them in this research.

Keywords – Curriculum, Translation Study, Translation Competency Areas, Content, Skill.

I. INTRODUCTION

Baker (1992) stated that translation is a very young discipline in academic terms which is just starting to feature as a subject of study in its own right, not yet in all but in an increasing number of universities and colleges around the world. In Iran, with the growth of science and technology, in the last decade, there has been a rapidly increasing number of translation students at different academic levels, but not sufficient researches have been done about the content of the courses, methodologies, training and tools that students have faced, their expectations or the degree of adequate readiness for a translation career especially at the postgraduate level or even the academic ability they are supposed to achieve. The scholars who worked on the field of the postgraduate of translation studies cleared out some inadequacies of the present curriculum (Khazaeefar and Khoshsaligheh, 2014, Yazdanparast, 2012, Rahimy, 2009, Mirza Ebrahim Tehrani, 2003, Mollanazar, 2003). Studying their achievements, the author of this article, decided to do more researches in the theoretical and practical backgrounds necessary for training the future translators and scholars in the field of translation in our country, Iran in a different way. This article is designed to identify

whether the skills and content proposed in the Iranian MA translation curriculum would fulfill the need and desire of the students and also clarifies the positive and negative aspects of the implemented courses in one of the main universities which presents the master of English translation as a branch of translation studies. The output of this research article has been gathered up in three consecutive educational years from the students of the last term of English translation studies considering the content, necessity, educational hours, the role of instructors, skills and competency they have acquired or not. The findings can help curriculum developers prepare more systematic programs and thus train more competent translators. In a sound curriculum study, the most important thing is to review the present situation, to analyze the fulfillment of the needs and achievements and then make a plan to improve or renew the present curriculum.

II. REVIEW OF LITERATURE

Higher Education as a whole has been subject to many changes and developments imposed both by governments and by changing public expectations. The teaching of translation has changed within the last thirty-five years. Nowadays there is no place for people to become a professional translator by chance. It has become a discipline which enjoys recognition and respect from society at large. Gouadec (2007) claims that "no one is a 'born' translator" and "translation skills are acquired, either through training or through practice" (p. 166).

Fenwick English was the first educator to introduce the concept of curriculum mapping. In the mid-1970's, English developed the Curriculum Audit. This process is currently used in schools around the world by English at Phi Delta Kappa (PDK).

The following standards comprise the Curriculum Audit:

- Governance and control (policy);
- Direction and learner expectation;
- Connectivity and consistency (alignment of programs);
- Assessment and feedback (use of data to drive decisions); and
- Productivity and efficiency.

The word curriculum stems from the Latin verb *currere*, which means to run. The Latin noun *curriculum* refers to both a 'course' and a 'vehicle'. In the context of education, the word is generally understood as a course for 'learning'. Historically, it has been used to describe the subjects taught during the classical period of Greek civilization (since the fourth century BC); however, its

interpretation broadened in the twentieth century (Marsh, 2009).

Tyler (1949), wrote *Basic Principles of Curriculum and Instruction* such as the educational purposes that the course seek to attain and the educational experiences that are likely to attain these purposes and the effective way for their organization and the way for determining whether these purposes are being attained or not. The very short but quite adequate definition of curriculum as a ‘plan for learning’ was used by the American Hilda Taba in 1962.

Curriculum development always starts with an analysis of the existing setting and the formulation of intentions for the proposed change or innovation that is the main scope of the present inquiry. Important activities in this phase include a problem analysis, a context analysis, a needs analysis, and an analysis of the knowledge base (Richards, 2001; van den Akker & Kuiper, 2007; Nation and Macalister, 2010). Based on the analysis efforts, first design guidelines and requirements are prepared and then, they are developed, tested and refined to attain a relevant and usable educational product. Evaluation activities are present all over the development stages and occupy the central position in any curriculum development process. Those activities always aim to reveal the best way to adjust the curriculum product to the practical setting and thus play an important role in the process of development. Nieveen (2009) specifies four quality criteria – i.e. relevance, consistency, practicality, and effectiveness – for evaluation of educational programs during the curriculum development process. Those evaluation efforts in any curriculum development process, as Thijs and Akker (2009) states, can take three forms of (a) analysis, (b) formative evaluation, and (c) summative evaluation.

A rational, theory-based curriculum planning process can, of course, include practical knowledge contents in the form of skills, competency areas, or task performance outcomes, for example. On the other hand, the way a specific training program is developed in practice and how it responds to its situational needs and stakeholders, regardless of the nature of the selected type of learning content, is what really determines whether it better matches a practice-based or a theory-based curriculum paradigm.

In theory-based curricula, programs function as a ‘menu for learning,’ taking the form of an organized body of subject matters or modules. These subject matters or modules are then further broken down into a set of hierarchical objectives which, in certain cases, are sequenced in successive steps from small, specific objectives up to large, terminal objectives (Jonnaert et al. 2006: 6).

In a practice-based approaches, three main factors have shaped in curriculum development: (1) the emergence and influence of the knowledge society with its new methods to access information through the interaction with new types of artificial intelligence artefacts (e.g., computers, the internet, and new cognitive activities and processes resulting from the use of these new technologies); (2) new socially and market-driven forces which are no longer focused on micro-tasks and super specialization, but rather

on knowledge transferability and integration; and (3) the unorderedly nature of the digital revolution and the fact that the greater availability of information does not necessarily imply equal information processing and accessing skills (Jonnaert et al., 2006: 7).

Baker (2001) mentions that “the academic discipline which concerns with the study of translation has been known by different names in different times (e.g. ‘Science of Translation’ by Nida, 1969 and Wilss, 1977, 1982; ‘Translatology’ by Goffine, 1971), but the mostly used term today is ‘Translation Studies’ (TS) proposed by Holmes (1988, 2000. He was the first who provided a framework for the emerging discipline and in doing so he divided it into two principal areas: pure TS which included translation theory as well as the descriptive science of translation and applied TS which dealt with activities such as the training of translators and the provision of translation aids for translators as well as translation criticism and policy (Munday, 2008, pp. 10-14).

Rothe-Neves (2007) asserts that Nida (1964) is possibly the first who make use of Chomsky’s Generative Grammar and brings the term of competence in the domain of translation. Although he makes reference to the Chomskyan definition of competence in his work and identifies it accordingly, it seems he refers to aptitude in a competent translator for the term instead of a pure mental capacity intended by the original author (p. 132).

The first scholar who suggests a translator should have some competencies as the professional aptitude was Wolfram Wilss (1976). He outlines three competencies including receptive competence (SL knowledge), productive competence (TL knowledge) and super-competence (the ability to transfer messages between linguistic and textual systems of the source and target cultures) (p. 120).

McClelland (1973, cited in Rothe-Neves 2007) proposes competence as “the appropriate use of specific abilities according to the demands of the environment” (p. 135), i.e. a goal-oriented behavior. This idea has been further developed by Keen (1998) which was useful to TS.

Table 1.2. Components of competence according to Keen (1998), cited in Rothe-Neves (2007), p. 135

Take responsibility Consider to be right Willing to do	Having values competence
Influence on others Contact network Social ability	Having contacts
Learning from mistakes and successes	Experiences
Know facts Know methods	Knowledge
Ability to do Ability in using tools	Skills

Jean Delisle(1984) compiled a list of four competency areas which he considered to be essential for professional translators: linguistic competence(translator’s language proficiency in both SL and TL), encyclopedic competence (translator’s ability to use electronic translation tools: his/her world knowledge), comprehension competence (translator’s ability to correctly interpret the original

meaning of a certain text), and re-expression competence (the correct transfer of a text's original qualities including text's multiple layers and the author's intentions) (p. 235).

Roda Roberts (1982) identifies five distinct competency areas for translators: linguistic, translational (similar to Delisle's re-expression competence), methodological (translator's awareness of the procedures and systems s/he use during translation), disciplinary (translator's knowledge of the subject area), and technical (ability to use different translation aids) competencies (p. 172, cited in Kelly, 2005, p. 29).

Christiane Nord (1988) distinguished between seven, more specified, competency areas a translator should possess: text reception, text analysis, research, transfer, text production, translation quality assessment, and linguistic and cultural competence in the source and target language (p. 235, cited in Kelly, 2005, p. 29).

In 2003, Pym notes how competence is used to mean four separate things as:

- 1) Translation competence as the summation of bilingual competency areas: i.e. competence in L1 + competence in L2 = translation competence.
- 2) Translation competence as "no such thing": We cannot speak of any such thing as "translation competence" because the diversity of the tasks which a translator may be asked to do does not admit of one general characterization.
- 3) Translation competence as multi-componential: Translation competence is made up of a number of different components (often called sub-competency areas / sub-competencies).
- 4) Translation competence as just one thing: Translation competence can be summed up as something in and of itself not just the sum of L1 and L2 competence) Pym, 2003, p. 489).

Deborah Cao (1996) provided the model of components of translation proficiency consist of the following three sub-competency areas: translational language competence (organizational and pragmatic competencies), translational knowledge structure (knowledge of the world and of the discipline), and translational strategic competence (enacts the two previous competency areas necessary to perform a communicative translation task, also relates to other two sub-modules of competence to the context of the translation and makes inter-lingual and cross-cultural communication possible) (p. 328, cited in Colina, 2003, pp. 32-3).

Albrecht Neubert in 2000 introduced a new list of five competency areas that any professional translator should possess including language, textual, subject area, cultural, and transfer competence (Neubert, pp. 6-10). He also suggested that competency areas are interrelated and characterized by "complexity, heterogeneity, approximation, open-endedness, creativity, situationality, and historicity" (p. 5).

In another effort, Schäffner (2000) advanced a model of TC consists of six components: linguistic(in the languages concerned), cultural(general knowledge about historical, political, economic, cultural, etc.), textual(knowledge of regularities and conventions of texts, genres, text types),

domain/subject specific (knowledge of the relevant subject, the area of expertise), research (general strategy competence whose aim is the ability to resolve problems specific to the cross-cultural transfer of texts) and transfer (ability to produce TTs that satisfy the demands of the translation task) competencies (Schäffner, 2000, p. 146).

Dorothy Kelly (2005) distinguished between seven types of competence a professional translator should possess: communicative and textual competence, cultural and intercultural competence, subject area competence, professional and instrumental competence, attitudinal or psycho-physiological competence, interpersonal competence, and strategic competence (pp. 32-33).

Way (2008) indicated that to gain a better understanding of TC and IC – i.e. the ultimate goal of translator and interpreter training – and so to formulate teaching activities on the basis of new emerging pedagogical models of the millennium (e.g. Competence Based Training: CBT, proposed by Hurtado Albir, 2007) can apply not only throughout translation/interpreting courses, but also in those professional careers.

EMT (European Master's in Translation) model (2009) was another attempt to define or standardize translation competencies. By competence, they mean the combination of aptitudes, knowledge, behavior and know-how necessary to carry out a given task under given conditions which are recognized and legitimated by a responsible authority (Gambier, 2009). Its main task is to make a relation between elements taken from translation training and professional practice. The proposed model is made up of six areas of interdependent competencies comprising of marginal competencies of language, thematic (knowledge about a specialist field), technological (mastery of tools), info-mining (familiarity with databases), and intercultural (a dual perspective competence including socio-linguistic and textual dimensions) along with the central competence of translation service provision (market-related services consist of interpersonal and production subdivisions).Figure (2.1) represents the scheme of the EMT model of professional TC and the interdependence of its different components:

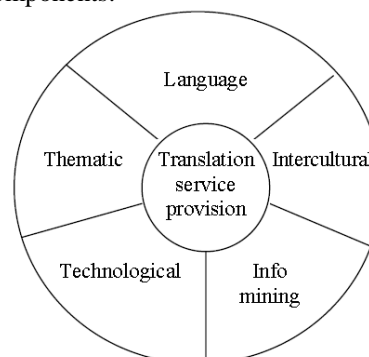


Fig. 1. The EMT Model of Translation Competence
Adapted from Gambier, 2009, p. 4

The common and specific competency areas for translating and interpreting requisite competency areas and skills presented in 2008 by Kermis, p. 45-46 such as Linguistic Competence, Comprehension Competence,

Production Competence, Subject Area Competence and Cultural Competence.

Table 2.2. The common and specific competency areas for translating and interpreting, adapted from Kermis, 2008, p. 46

SPECIFIC COMPETENCY AREAS FOR TRANSLATORS	SPECIFIC COMPETENCY AREAS FOR INTERPRETERS
<ul style="list-style-type: none"> •Translational Competence •Instrumental Competence •Attitudinal Competence •Communicative Competence •Assessment Competence 	<ul style="list-style-type: none"> •General Knowledge •Memory Skills •Public Speaking •Moral Competence •Stress Tolerance

Šeböková (2010) is the last scholar who focused purely on translation competencies that translators must master during their training. She, then, has developed the following six-partite model of TC which is product-oriented and binary errors based.

As Šeböková (2010) states, “this flower-like construct grows out of and rests on the pad of individual psycho-physiological make-up of the translator” and “the links between respective sub-competency areas emerge and are fostered with experience and with further theoretical input” (p. 58).

Table 3.2. Professional translators’ and interpreters’ requisite competency areas and skills Adapted from Fraihat, 2011

MUTUAL COMPETENCY AREAS
<ul style="list-style-type: none"> • Linguistic Competence in SL and TL (Grammar, Lexical & Discourse Analysis) • Transfer Competence (Efficiency) • Cultural Competence (Knowledge of cultural Shackles & sociolinguistic Knowledge) • Ethical Viability (Neutrality) • Strategic Competence (communication and interaction) • Extra Linguistic Knowledge in Specialized areas (Academic, Political, Legal, etc.)

DISTINCTIVE SKILLS FOR TRANSLATORS	DISTINCTIVE SKILLS FOR INTERPRETERS
<ul style="list-style-type: none"> • Writing skills • Instrumental skills • Intellectual skills 	<ul style="list-style-type: none"> • Cognitive skills • Physical and personal traits • communication skills

III. THE SUBJECT OF STUDY

The efficiency of the present national English translation curriculum, regarding the courses, skills and development of the translation competency of the Iranian translators’ training curriculum is the subject of this study. Considering the present situation, we can see the courses offered in the graduate programs for training English Translators in Iranian universities Table 3.1.

Table 3.1. credits in the Master degree of English translation in Iran

Number of credits in the Master degree of English translation	
Compulsory credits	22
Optional credits	6
Dissertation	4
total	32

Table 3.2. Titles of the Compulsory and optional courses

Compulsory Courses			
No.	title	Credit	Hours
1.	pragmatic functional linguistics and translation	2	34
2.	Research methods in translation studies	2	34
3.	translation theories	2	34
4.	Persian literature in the world literature	2	34
5.	morphology and equivalence in translation	2	34
6.	Translation models	2	34
7.	Seminars in translation issue	2	34
8.	critical analysis of translated texts	2	34
9.	advanced evaluation and translation	2	34
10.	translation workshop	2	34
11.	Functional literary criticism	2	34
12.	Dissertation	4	
Optional Courses			
No.	title	Credit	Hours
13.	article writing	2	34
14.	principles and theories of teaching	2	34
15.	culture and sociology in translation	2	34
16.	the history of translation in Iran and studying the corpus translated into Persian	2	34
17.	Discourse analysis	2	34
18.	analysis of different Scientific Translations	2	34
19.	translation from linguistic aspects	2	34
20.	application of computer in translation	2	34
21.	cognition of cultural elements in two languages	2	34
22.	contrastive stylistic study of different literary texts in translation	2	34
23.	studying the literary masterpieces	2	34

IV. RESEARCH QUESTIONS AND GYPOTHESIS

In this article the researcher is going to evaluate the present curriculum of teaching translation at the master education from graduate students’ point of view to identify the problems and offer the possible solutions in this regard. the current curriculum based on the content of the presented courses, the role of the instructors, the essentiality of the courses and the allocated class time

from the MA students' point of view was studied thoroughly along with the students' self-assessment from the necessary competencies and skills that they have gained through the course of study at this higher educational level(MA).

Research questions:

- Q1: Has the present curriculum applied the appropriate content necessary for the educational or professional context of training translators?
- Q2: To what extent have the instructors' knowledge and skills had any role in the outcome of the curriculum?
- Q3: To what extent the presented courses were essential in translation studies from the students' points of view?
- Q4: To what extent was the educational time allocated to the courses sufficient and relevant to the course objectives?
- Q5: Which course(s) the students prefer to be added?
- Q6: Which course(s) the students prefer to be omitted?
- Q7: Did the present English translation study curriculum make the students acquire the necessary competency areas at the master educational level based on Šeböková (2010) model?

Based on the last question of this research the following null hypothesis was presented:

H0: The present English translation study curriculum had no role in the students acquiring the competency areas necessary at the master educational level based on Šeböková (2010) model.

V. METHOD OF RESEARCH

The aim of educational development is to ensure that the official curriculum is delivered as the functional curriculum and there is not a mismatch as development turns into implementation. However, Willis, (1977, pp62-63) discussed values and expectations that students acquire as a result of going through an educational process) which are not formally or explicitly stated but which relate to the culture and ethos of an organisation. This highlights that the process of learning is as important as its product and as teachers, we need to be aware of both the formal and informal factors which impact on learning.

VI. THEORETICAL FRAMEWORK

The theoretical framework of this survey based study is the result of the following schemes. As a matter of fact, the dynamic curriculum requires change and resource management". Peyton (1998) Needs change with societal expectations. The emphasis on different aspects varies with the participants' and teachers' perceived needs. In developing a new program, or modifying an existing one, there are a number of stages which must be completed within the curricular cycle as listed below.

Part 1: *Stages of Curriculum Development*

- Determine and agree the educational or professional context in which the program is to be developed and delivered
- Define the needs of the MA students in line with the requirements of professional bodies

- Determine the aims and broad learning outcomes of the program
- Identify ideas and constraints
- Agree the broad structure and framework of the program, the main areas of teaching and learning, the sequence of the main topics and the key assessments
- Allocate the detailed development of each topic or course area in terms of defining objectives and learning outcomes to individuals or teams
- Course teams to develop coherent programs which have defined learning outcomes, timetables, content, appropriate teaching, learning and assessment methods and which utilize relevant and available learning resources
- Implement and refine the program
- Develop an appropriate and deliverable evaluation strategy
- Review and revise the course in line with feedback – has it met the identified needs of the MA students and other stakeholders?

Part 2: *Different Domains of Learning*

Learning can be seen to occur in different domains (Bloom et al, 1956 and others): cognitive (knowledge and intellectual skills), affective (feelings and attitudes) and interpersonal (behaviour and relationships with others). Learning outcomes or objectives help MA students to learn because they define what the learner has to do, the outcomes should be explicit and clearly linked to delivery and assessment. Effective learning needs to be done in a safe environment. Learning is not always easy and MA students must feel comfortable and able to make mistakes. Feedback should be constructive and timely.

Part 3: *Need Analysis*

McKimm (2003) stated that when we think about designing a course, as well as thinking about the needs of the MA students and theories of learning, we also need to think about how the overall design of the program (timetabling and sequencing, teaching and learning methods) will enable students or trainees to acquire the defined knowledge, skills and attitudes. Whichever design we choose, there always has to be a sequence of learning, students need to acquire certain information or skills before they can move onto understand or apply others. During a learning process, there is always a shift from the simpler 'building blocks' to understanding complex principles, a shift from 'novice' to 'expert'. This is often defined as a spiral curriculum, one in which learning is seen as a developing process with active reinforcement and assessment at key stages coupled with the acquisition of new knowledge and skills. As curriculum planners, we need to facilitate this process for our students and ensure that students are ready to move onto the next stage of learning. Assessment of some sort is usually used to determine readiness to move from one stage to another." (p.13).

Part 4: *Steps in a Competency-based Program*

In planning a competency-based program or session five steps need to be taken:

Step 1: carry out a needs analysis of context and of activities which will be required

Step 2: carry out a task analysis - put major activities into sub-tasks or components, resulting in a list of specific knowledge, skills and attitudes that distinguish those who perform a task competently from those who do not. This becomes the instructional content the trainee will learn.
Step 3: deriving the objectives from the competencies required, set criterion for performance, objectives must be realistic, measurable, achievable and specific.
Step 4: defining teaching and learning strategies
Step 5: determining assessment strategies

Part 5: Translation Competence Adapted from Šeböková, 2010

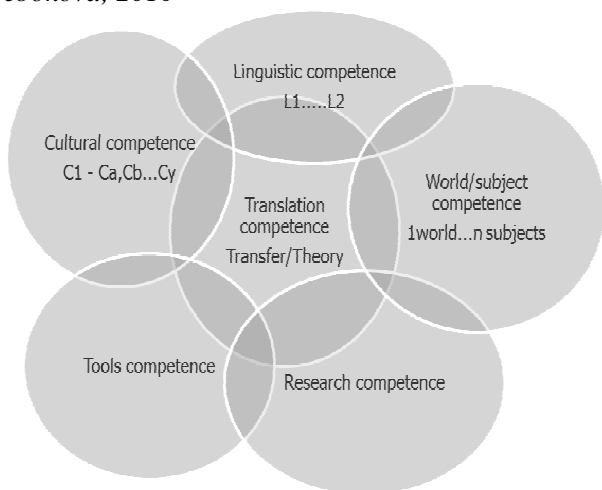


Fig. 3.1. A new Model of Translation Competence
Adapted from Šeböková, 2010, p. 56

In this model, Core Translation competence is twofold and includes both practice and theory. Core translation competence is central to the model, it integrates and activates all the other sub-competencies, and it mediates between all other sub-competency areas as a makeup tool. Linguistic competence: the competence in two languages (L1 & L2) ... this category encompasses the knowledge of textual and discursive aspects of both languages. World/Subject competence: a binary competence reflects the fact that most (non-literary) texts pertain to a single world; however, they might concern several subjects. Research competence: the ability to gather complementary materials and use research tools that will help trainees to deal with the translation task and adequately solve translation problems. Tools competence: the ability to use various tools that will help trainees facilitate translation tasks (e.g. word processor to translation memories or CAT tools). Cultural competence: the knowledge of the cultural background (s) pertaining to given text-in situation. (Šeböková, 2010, p. 56-57).

VII. PROCEDURES

Based on the theoretical part of study first a thorough researcher-made questionnaire consisted of different parts was prepared and reviewed by some experts in the field of curriculum development. The first part of the questionnaire was about obligatory courses, the second

part was about optional courses, the third was about the assessment of the proficiency level of MA students as the pre-requisite of studying in this field and the last part was students' self-assessment about the necessary competence proposed by Šeböková (2010). After piloting the questionnaire in small groups (three groups consisted of ten students each time), it was revised several times, some parts were omitted and in each piloting some parts based on students' or colleagues' opinions were added. Next, since the optional courses that students could choose were selective a combination of article writing, principles and theories of teaching and the trace of Islamic texts in the place of research, the researcher could not gather up the constant number of the participants for these courses, so she had to limit herself to presenting the chart of the optional courses to the students and ask them to verify their interest and needs among them the results would be presented in answer of the fifth question of this research. The final questionnaire Was presented to 65 students of MA level at the third term of study within three educational years (2013, 2014, 2015), unfortunately just the answers of 40 of the participants which had answered almost all the items could be used. The reliability of the answers given to the questionnaire obtained by using Cronbach's Alpha for the independent variables of this study considering the obligatory courses of mater degree in English translation came to 0.937.

VIII. RESULTS

The researcher chose all the obligatory courses presented in Islamic Azad university central Tehran branch which exactly follows the National formal approved curriculum for translation studies in Iran, considering four necessary elements for the successful implementation of a curriculum such as the content of the course, educational time allocated to each course, the importance or essentiality of the course from different stake holders (here MA students) and the role of the instructors in teaching the courses. The frequency and percentage of the participants' view about each course regarding the independent variables in this research is presented in table 1.

Table 8.1. the frequency and percentage of the MA students' view about each course

Course title	The instructor's Role		Course Essentiality		Educational time		content of the course	
	F.	P.	F.	P.	F.	P.	F.	P.
pragmatic linguistics and translation	182	12.88	173	10.34	127	11.35	167	10.02
morphology & equivalent. in translation	138	9.77	184	11	119	10.63	170	10.20
translation theories	110	7.78	168	10.04	122	10.90	164	9.84
Research methods in translation studies	107	7.57	166	9.92	125	11.17	156	9.36
Translation models	116	8.21	167	9.98	116	10.37	161	9.66
Functional	107	7.57	84	5.02	84	7.51	123	7.38

literary criticism								
translation workshop	200	14.15	200	11.95	71	6.34	197	11.82
Seminars in translation issues	143	10.12	166	9.92	97	8.67	158	9.48
critical analysis of translated texts	147	10.40	179	10.70	128	11.44	176	10.56
advanced evaluation and translation	111	7.86	127	7.59	96	8.58	124	7.44
Dissertation	52	3.68	59	3.53	34	3.04	70	4.20
total	1413	100	1673	100	1119	100	1666	100

Table 8.2. Descriptive Statistics of the frequency of the MA students' answers to the independent variables of the study

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
the role of instructor	11	70	200	131.36	11.031	36.585
essentiality of the course	11	84	200	154.27	11.738	38.931
allocated time	11	71	128	109.00	6.255	20.746
educational content	11	23	197	145.09	14.455	47.943
Valid N (listwise)	11					

The descriptive statistics of the obligatory courses reveals that the mean of the essentiality of the course was higher which can verify the answer of the first question and indicates that. Then the mean of the educational content of the obligatory courses shows that the presented courses were essential in translation studies from the students' points of view and also the present curriculum applied the appropriate content necessary for the educational or professional context of training translators.

Being sure of the normality of distribution for each item founded by Kolmogorov-Smirnov Test, the researcher analysed the adopted answers from the 40 participants of this research considering Likert scale, the obtained results presented in figure2.

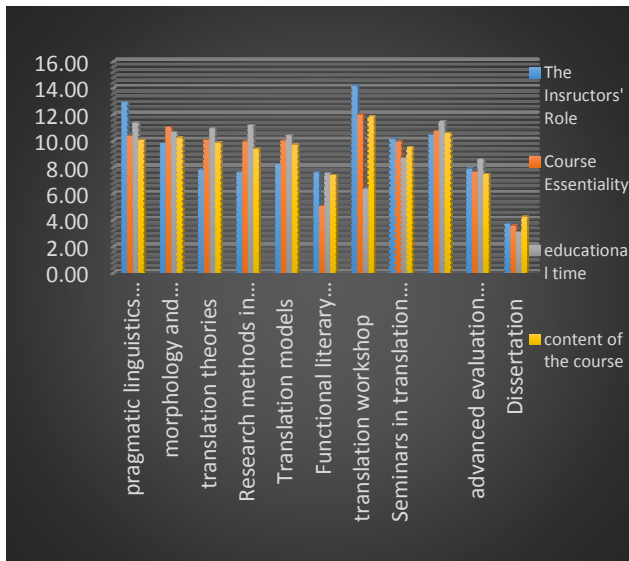


Fig. 8.1. The percentage of the MA students' view about each course

From the MA students' point of view, the role of the instructor has the most frequency and higher percentage respectively in the following courses: translation workshop (14.15%) and pragmatic linguistics and translation (12.88%) and to their belief the advisors have the least role in fulfilment of the dissertation (3.68). The most percentage of the content of the course in the obligatory lessons belongs to the translation workshop (11.82%) and then at the almost the same level of importance is the content of critical analysis of translated texts (10.56) and morphology and equivalence in translation (10.20), translation theories (9.84), Research methods in translation studies (9.36). the content of the advanced evaluation and translation which is a very essential course gained almost the little value of (7.44%) similar to the functional literary criticism (7.33) from the MA students' point of view. The problem is the importance of this lesson in translation studies which is not known to the students due to the possible problems in the content, instruction or not having sufficient knowledge about the field of study. The other problem was the MA students' insufficient knowledge about the importance of the dissertation in the last term of MA. level of education.

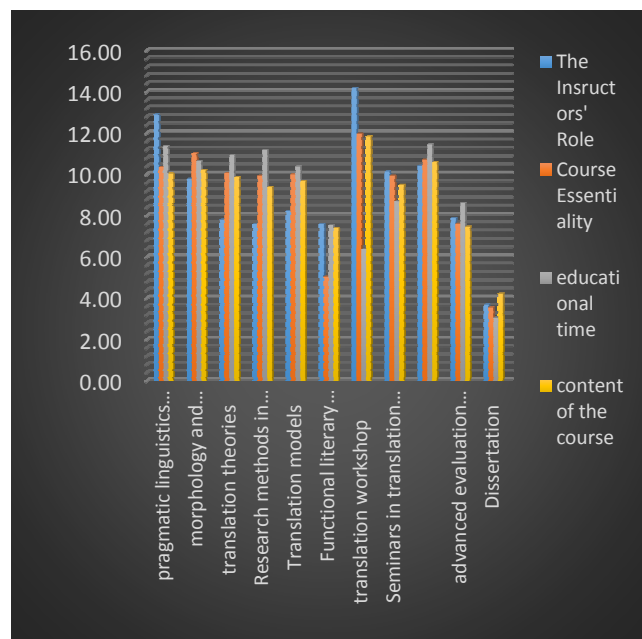


Fig. 8.2. The means of the obligatory courses considering the curriculum appropriateness from theoretical aspects of the study

As it can be seen, it was cleared out that the mean was above the average amount in the Likert scale for each of the obligatory courses presented by the university except for the role of the instructor which was less than expectation for: a) research methods in translation (2.67) b) translation theories (2.75) c) translation models (2.90). The same problem existed for the educational time allocated to a) the translation workshop in a drastic way (1.78) b) dissertation period (2.26), c) seminar (2.69), d) translation models (2.90) and morphology (2.97).

The average amount of the means of the curriculum elements studied in this research indicated that the present

curriculum implemented in Tehran central branch of Islamic Azad university is generally approved by the students. The obligatory courses that the curriculum designers planted for translation studies in Iran were approved essential and the presented contents were considered appropriate by the participants with the average means of (4.31) and (4.20) respectively. However, the implementation of the curriculum needs some modification considering:

- 1) choosing the appropriate person for teaching the courses based on their educational tendency regarding translation studies or their interests or experience in the field of translation.
- 2) extending the educational hours for teaching practical courses such as translation workshop and seminars in translation issues.

Table 8.3. Correlations of the independent variables

		the role of instructor	essentiality of the course	allocated time	educational content
the role of instructor	Pearson Correlation	1	.632	-.669	.767
	Sig. (2-tailed)		.037	.024	.6
	N	11	11	11	11
essentiality of the course	Pearson Correlation	.632	1	-.696	.851**
	Sig. (2-tailed)	.037		.017	.1
	N	11	11	11	11
allocated time	Pearson Correlation	-.669	-.696	1	-.876
	Sig. (2-tailed)	.024	.017		.0
	N	11	11	11	11
educational content	Pearson Correlation	.767	.851**	-.876	1
	Sig. (2-tailed)	.6	.1	.0	
	N	11	11	11	11

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

The correlation among different parts of this section of the study cleared out that from the MA students' point of view, there is a significant correlation between the educational content, the essentiality of the course and role of the instructor and also the educational hour allocated to each course. the negative correlation between the educational content and essentiality of the course makes it clear that the educational planner should modify this issue. In the second part of the questionnaire, the researcher reviewing the national curriculum for optional courses in English translation studies found that most of the necessary courses are planned systematically but are implemented differently without considering their essentiality or interest of the students due to deficiency of experts in those fields which cannot be considered as an acceptable excuse therefore, great modification should be considered in this part. In the following table we can see which courses the students think should be added or omitted in the curriculum.

Table 8.4. Students' opinion about the courses they need or not

Courses should be added	Freq.	Per.	Courses should be omitted	Freq.	Per.
translation workshops	17	42.50%	Functional literary criticism	11	27.5%
interpretation	16	40.00%	principles of teaching English	13	32.5%
scientific and professional translation	8	20.00%			
computer assisted translation	6	15.00%			

multimedia translation	4	10.00%			
teaching translation training methods	6	15.00%			
culture and sociology of translation	4	10.00%			
editing principles	6	15.00%			

In the third part of the questionnaire, based on the previous field study of the course, the researcher had found that most of the students' language competence needs great improvement and they seemed not have sufficient ability to translate texts for especial purposes. Therefore, in this part, the researcher first asked whether the postgraduate students agree with passing a kind of international language skill test as the prerequisite of passing the dissertation in MA of English translation or not. Next she asked the students' opinions about Passing practical training courses in the real workplace (professional workshops in the related departments such as legal sections, marketing companies, news centers...). The obtained data presented in table 4. revealed that in general, 90% of the MA students agreed that passing an international language exam as the representative of their linguistic competence is necessary for the students of the translation however it is not necessary in the present national curriculum of this course of study. Another problem with the current curriculum is not anticipating any obligatory or optional courses for the field dependent translation which can end to the students' future carriers in the realities of the translation workplace, meanwhile as the result of this survey based research indicates all of the students felt the necessity of this concept which should be modified in this curriculum.

Table 8.5. Students' opinion about international exam and practical training courses

Passing IBT TOEFL /IELTS EXAM		Passing practical training courses (professional workshops in related organs)	
frequency	percentage	frequency	percentage
29	72.50%	28	70%
4	10%	12	30%
7	17.50%	0	0%

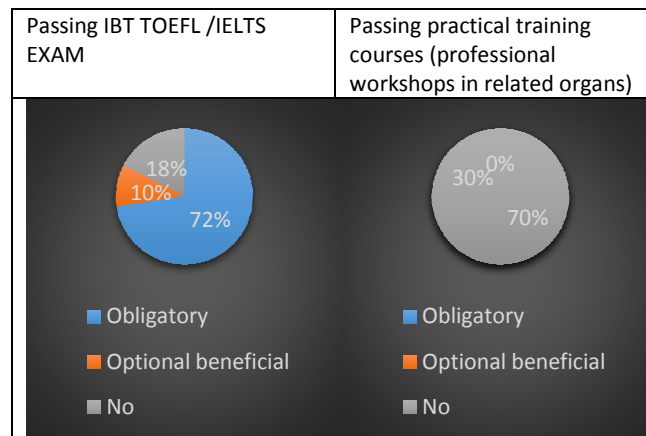


Fig. 8.3. Students' opinion about international exam and practical training courses

In the last part of this research based on Translation Competence model adopted from Šeböková (2010), the participants answered 18 questions of the forth part of the questionnaire in the form of self-assessment about the dependent Variables in developing Translation Competence in the five point Likert scale. Based on Standardized Items, the reliability of the output of this part came to 0.971 Cronbach's Alpha.

Table 8.6. Descriptive statistics of the Dependent Variables in Developing Translation Competence

Translation Competence		Average Mean	Std. Deviation
1.	organizing your staff and time management	3.15	1.31168
2.	accepting responsibility	3.4	1.42864
3.	being flexible	3.525	1.15442
4.	problem solving ability	3.275	0.67889
5.	being able to manage learning sources	3.175	1.1068
language skills	6. reading as a language skill	3.15	1.16685
	7. writing as a language skill	3.225	1.14326
	8. speaking as a language skill	2.7632	1.21776
	9. listening as a language skill	3.125	1.18078
10.	online communication skill	3.175	1.35661
11.	ICDL skills	2.925	1.34712
12.	cooperation skills	3.1282	1.36072
13.	leadership ability	3.0256	1.34726
14.	being able to manage opposite opinions	2.975	1.27073
15.	doing research	3.15	1.21
16.	having critical mind	3.2	1.2237
17.	risk taking ability	2.95	1.2999
18.	having creative mind and imagination power	3	1.1239

The average mean of the students' answer of each item presented in table 6, indicates that in general the students gained the necessary translation competency areas, however in a very low average of means as a matter of fact mostly at the border line of 3 and in some cases such as speaking skill in the language the result is under the border line (2.763) and also in other layers of translation competency areas which are necessary for being a professional expert in this field such as ICDL skills (2.925) for working with technology and research as tool and research competency areas students would face problems and empowerment of the two important abilities in translation was again almost under the benchmark such as being able to manage opposite opinions (2.975) and risk taking ability (2.95) that to the researcher's point of view insufficient power in these two skills don't let the students reveal their real abilities and talents in the field of translation or any practical careers.

Testing the Null Hypothesis

Testing the null hypothesis of this research by choosing chi-square test of Kendal and then Friedman both revealed that based on Šeböková (2010) model, the present English

translation study curriculum had some influence in the students acquiring the competency areas necessary at the master educational level. Since the observed amount of Chi-square (38.51) was greater than the critical amount at all the probability levels for the degree of freedom of seventeen the null hypothesis was rejected.

Table 8.7. inferential statistics using Kendal and Friedman nonparametric test

Test Statistics	
N	40
Kendall's W ^a	.057
Chi-Square	38.519
df	17
Asymp. Sig.	.002
a. Kendall's Coefficient of Concordance	
b. Friedman Test	

However, the educational planners and also translation trainers especially at the academic level should pay more attention to the development of these abilities among the students by proposing more time and preparing better educational and technical infrastructures.

CONCLUSION

Translating from one language to another one is a complicated problem solving task which demands the translators to have considerable cognitive, social, and textual skills and sufficient ability to access to appropriate stores of linguistics, cultural and real-world knowledge, plus using the modern information and communication digital technologies. Nowadays, in translating medical, legal, technical, scientific, audiovisual and commercial, documentation, computer assisted translation softwares and web based programs such as google translate and language editor programs like Grammarly can be considered as the essential tools for translators. The aim of this article was investigating the formal national English translation training curriculum implemented in Iranian higher educational system. In this regard one of the most popular branch of Islamic Azad university in Tehran was chosen and within three successive years the students of the last term participated in a survey based study. The obtained result of this research indicated that in general the obligatory courses presented in the national translation training program at MA level, considered the content, the necessary area of the English translation studies, students' interest however the implementation of this curriculum needs some modification regarding the following points: getting an international language certificate as the prerequisite for taking the dissertation credits. Adjusting the educational time allocated to different courses; training more professional instructors to satisfy the students' needs and desires in taking the courses such as advanced evaluation and translation; contributing more practical courses such as different technical workshops to make students ready for the real work place in their future; justifying the content of the course of the research in translation based on what this mostly qualitative demanding field needs.

Modifying the content of the course of the literary criticism and changing its title to the application of the literary criticism in translation of the literary texts, based on its educational objectives.

Providing more chances for the students to choose the optional courses necessary in developing their competences in the field of interpretation, editing and cultural studies.

Omitting the unnecessary courses from the optional list such as teaching English principles.

Contributing courses for making the students ready to develop their encyclopedic competence in using electronic translation tools such as computer and data based assisted programs.

In general, the researcher found that in the National Iranian Postgraduate English Translators' curriculum, although when considering the optional courses the development of the different translation related competence areas might be considered slightly, they are not mentioned clearly and decisively so she came to the conclusion that, this part needs some modification. Her findings cleared out that the instructors' knowledge and skills had great role in the outcome of the curriculum and she believes it could be improved if the professional training courses for those involved in teaching translation be held regularly.

To sum up, the finding of this longitudinal research made it clear that the national translators' training in Iran, has been a successful curriculum and could apply the appropriate content necessary for the educational or professional context of training translators, and its implementation due to the insufficient humanistic and technical infrastructures has faced with some minor problems which can be revised based on the needs of the MA students and other stakeholders.

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